

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the most important skills of the language skills (writing, speaking, listening, and reading). Reading is one of the perspective language skills that should be learned by students. There are many things that can be got by reading. Almost the students' lives are carried out by reading.

By reading so much, the readers can develop their ideas to write, has insight to communicate with others, and has background knowledge about topic of listening. As most people know, reading comprehension refers to the reading skill that a reader brings to the text. It is a basic skill for college students including foreign language learners. Reading comprehension generates learning power that helps students know themselves and others better as well.

Reading comprehension is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.¹

Good readers can understand the individual sentences and the

¹ Kalayo Hasibuan and Fauzan Ansyari.. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: UIN SUSKA-Riau, 2007). p. 128

organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly.

Theoretically, become good readers need strategies or methods in reading. The strategies and methods in reading are process used by the readers to enhance reading comprehension and overcome comprehension failures. If the readers do not have the strategies and methods in reading, they are absolutely difficult to understand, to make sense, to know what they read, to conceive a task, and they will spend much time to comprehend the text.

All people include the students who want to be good readers but most of the people or students always have problem and difficulties to comprehend the text. Especially for the students of the eighth grade at State Junior High School 2 Kampar still have problem in reading lesson. The school implements English KTSP (School Based Curriculum). In the KTSP, at the semester two of the eighth grade students, reading is taught for 2 meetings x 40 minutes in a week. Standard competence of reading is understanding meaning of simple short essay such as recount, and narrative to interact with around environment. While in the base competence, there

are three kinds of indicators, they are reading aloud functional and simple short essay such as recount, and narrative by accepting utterance, pressure, and intonation related to surrounding environment, responding the meaning and rhetoric of simple short essay accurately and acceptably related to surrounding environment in form of the recount and narrative texts.²

The teachers have made efforts to teach as effective as possible, and the students have learned since elementary schools. In reality, the students still fail to acquire Passing Grade (KKM). One of the English teachers of this school is English instructor for English teacher training or MGMP in Kampar. MGMP is carried out every Tuesday at this school and they have done various efforts to improve the students' capability in English. Ideally, the students should be able to get the final goals of English instruction and passing grade.

In completing the reading base competence to the students, English teacher of State Junior High School 2 Kampar uses traditional method, one of them is reading aloud. Reading aloud is the same as word calling: simply pronouncing a series of words without regarding the meaning they carry individually and together. Word calling is not productive for the student who is doing it.

Several problems might happen because of internal and external factors. Internal factors such as the way of students' learning, the ability of students, time, and so on. Whereas, the external factors in such difficult lesson to students, the strategy of teacher is not appropriate to the students, etc.

² Department of National Education. *School Based Curriculum Syllabus of English*. (Jakarta: Badan Standar Nasional Pendidikan, 2006) p. 132

By implementing the reading aloud, students are expected to be able to understand an English text and answer the questions well. But in fact, the researcher found the phenomena as follows:

1. Some of the students are not able to identify main idea of the narrative texts.
2. Some of the students are not able to identify supporting idea of the narrative texts.
3. Some of the students are not able to identify the generic structure of vocabularies of the narrative texts.
4. Some of the students are not able to identify the meaning of vocabularies of the narrative texts.
5. Some of the students are not able to identify locating reference of the narrative texts.

Finally, they are not able to get passing grade (KKM) that is 70. Based on the explanation above, the researcher would like to try another technique in overcoming students' problem in reading comprehension by using Dictogloss technique. The basic idea of Dictogloss technique is the teacher reads out a text at normal speed in several times, then the students listen and make note between readings, after that the students reconstruct the text in pair or small group, each group of the students produces its own reconstructed of version, last the students analyze and compare their own text to the original text. According to Jannet Allen, Dictogloss is an instructional tool designed to support language learners in order to help them refine their

language used in a text passage.³ Dictogloss is the tool for students and teachers to assess how grammar works in a text. According to Lynne Cameron⁴, Dictogloss technique helps teacher in providing a generic activity that offers many possibilities for students' classroom activity when reading and writing are established. By applying this technique, the students will learn how to do collaborative text. They can learn the grammar, how to infer a text and increase vocabularies, in comprehending a text.

Based on the explanation and the problems experienced by the students above, the researcher is interested in conducting a research entitled: **“The Effect of Using Dictogloss Technique on Students’ Reading Comprehension in Narrative text at State Junior High School 2 Kampar”**.

B. The Definition of Terms

- a. The effect means change caused by something.⁵ In this research, the effect means the result of using Dictogloss Technique on Students’ Reading Comprehension in narrative text of the Eighth Grade at State Junior High School 2 Kampar.
- b. Dictogloss technique is an integrated skill technique for language learning in which students work together to create a reconstructed

³ Allen, Janet. *Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12*. (Portland: Stenhouse Publishers, 2007), p. 48

⁴ Lynne Cameron. *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press, 2001), p.119

⁵ Manser, H. Martin, *Oxford Learner’s Pocket Dictionary*. (Oxford: Oxford University Press. 1995). p. 134.

version of a text read to them by their teacher.⁶ Dictogloss technique means a combining skills (listening writing, speaking, and reading), but in this research the researcher uses this technique to overcome the students' problem in reading comprehension.

c. Reading is an activity with a purpose; gaining information or verifying existing knowledge, or in order to criticize a researcher's ideas or writing style, etc.⁷ In this research, reading means one of the English skills that should be learned by the students.

d. Comprehension. Comprehension is great skill or knowledge.⁸ In this research, the comprehension means the students knowledge in reading.

e. Narrative text

Narrative texts refers to stories or set of events and experiences written to entertain or provide a literacy experience.⁹ in this research, narrative is the text that which will be comprehended by the students.

C. The Problems

1. The identification of the problems

From the description of the background and phenomena above, the problems can be identified as follows:

⁶George Jacob. 2003. "Combining Dictogloss and Cooperative Learning to Promote Language Learning". The 7 Reading Matrix, vol. 3, p.1 (Retrieved on December 11, 2013) www.readingmatrix.com/articles/jacobs_small/article.pdf

⁷ Kalayo Hasibuan and Fauzan Ansyari. 2007. *Op. cit.* p. 128

⁸ Manser, H. Martin, 1995. *Op. cit.* p. 256

⁹ Michelle J. Kelley & Nicky Clausen-Grace, *comprehension shouldn't be silent: from strategy instruction to students independence* (ebook online version), p.34 (retrived on march 14, 2014) <http://books.google.co.id/books>

1. Why are some of the students not able to identify main idea of the narrative texts?
2. Why are some of the students not able to identify supporting idea of the narrative texts?
3. Why are some of the students not able to identify the generic structure of the narrative text?
4. Why are some of the students not able to identify the meaning of vocabularies of the narrative texts?
5. Why are some of the students not able to identify the locating reference of the narrative texts?

2. The limitation of the problem

Based on the identification of the problem above, it is clear that there are many problems in this research, all of the problems are about the students' reading comprehension. Thus, the researcher focuses on the students' reading comprehension and the effect of using dictogloss technique to solve the students' problems. Here, the researcher chooses narrative text by considering the most difficult text for eighth grade students at state junior high school 2 Kampar.

3. The formulation of the problem

The problem of this research can be formulated in the following research questions:

1. How is students' reading comprehension in narrative text taught by using Dictogloss technique of the eighth grade at State Junior High School 2 Kampar?
2. How is students' reading comprehension in narrative text taught without using Dictogloss technique of the eighth grade at State Junior High School 2 Kampar?
3. Is there any significant difference between the students' reading comprehension in narrative text taught by using Dictogloss technique and taught without using Dictogloss technique of the eighth grade at State Junior High School 2 Kampar?

D. The Reason of Choosing The Title

- a. The title is interesting because it relates to the problems faced by students. It needs to find out the solution, so, the students can be successful in learning English especially in reading.
- b. Through this research, the researcher wants to know the students' reading comprehension by applying Dictogloss technique at State Junior High School 2 Kampar.
- c. The topic is relevant to the researcher as one of the students of the English Education Department.

E. The Objective and Significance of The Research

1. The Objectives of the Research

- a. To find out the students' reading comprehension of the eighth grade at State Junior High School 2 Kampar in narrative text taught by using Dictogloss technique.
- b. To find out the students' reading comprehension of the eighth grade at State Junior High School 2 Kampar in narrative text taught without using Dictogloss technique.
- c. To find out the significant difference between the students' reading comprehension in narrative text taught by using Dictogloss technique and taught without using Dictogloss technique of the eighth grade at State Junior High School 2 Kampar.

2. The Significance of the Research

- a. To give information about the students' reading comprehension in narrative text after being taught by using Dictogloss technique.
- b. To improve students' reading comprehension in narrative text by using Dictogloss technique.
- c. These research findings are also expected to give the positive contribution or information to the eight grade students of State Junior High School 2 Kampar.